

particular Indian language. Study of various forms and patterns of oral and written expression, such as legends, oratory, etc., particular to the language and culture.  
Prerequisite: EDIND 367.

EDIND 507. History of Indian and Northern Education in Canada

The historical development of educational structures, policies, and programs for children of Indian and Eskimo ancestry from the beginning until today.

EDIND 557. Practicum in Inter-Cultural Orientation and Training.

A study and application of theories and techniques currently used in pre-service and in-service training of teachers and other personnel for work in inter-cultural situations in Canada and abroad.

EDIND 597. Special Problems- Individual Reading Class.

EDIND 820. Administration and Supervision in Indian and northern Education.

A study of current administrative structures for the education of children of Indian and Eskimo background in Canada. Evaluation and improvement of the academic progress of Indian and Eskimo children and of the professional performance of their teachers.

EDIND 857. Problems in Isolated and Integrated Classrooms.

Seminar on the major problems encountered by teachers and administrators in schools maintained by the federal government for children of Indian and Eskimo status and administrative, curricular, and social problems inherent in the present federal program of joint-schooling for children of Indian status.

EDIND 858. Psychological Cross-Cultural Research.

Basic concepts of the logic of psychological research when applied to cross-cultural work; statistical concepts and their applicability to cross-cultural research; review of cross-cultural research; perceptions vs. causative modes of cognitive process; and values research: projects of evaluation are all dealt with in this class.

EDIND 859. National and International Cross-Cultural Education Programs.

A survey of cross-cultural education programs for preliterate populations in Alaska, Scandinavia, Russia, and selected countries in Africa and Latin America as carried

out by the local national government and/or international agencies, governmental and private.

EDIND 901. Research.

A student undertaking research leading to a thesis must register in this class each year until the thesis is completed. This applies to thesis work done extramurally as well as intramurally.

### THEORETICAL ORIENTATION

The following assumptions are the main guidelines of the various activities of the Program. They have been developed through a careful analysis of past and current situations both in North America and elsewhere.

- 1) People in geographical and/or cultural isolation for centuries have a right to learn the achievements and new techniques discovered and developed by mankind elsewhere.
- 2) They have a right to integrate these new learnings in their own cultural continuum so as to enrich it (rather than destroy it) as well as apply them to a better grasp of their own cultural identity and their perseverance as a different group.
- 3) They have a right to assume or maintain leadership in the overall planning of the schooling program for their children (whereby these learnings take place) to participate actively in its implementation, as teachers, teachers' associates, guest instructors and consultants.
- 4) They have a right of access to power, financial and political, in order to control the direction and implementation of the schooling program, regardless of their current economic and educational standards.
- 5) They have a right to teachers who understand the above assumptions and are willing to work hand-in-hand with them as new members of the local community.
- 6) In brief, they have the right to develop an educational program which will make them and their children 1) proud of their own ancestry, 2) technologically and economically more competent in their own environment and region, 3) politically effective at all levels of public administration that affect their destiny, and finally 4) socio-economically capable of relocating elsewhere in the country if they wish to do so.

The role of the Program is to help both teachers and communities achieve these ends.

### CONSULTATION AND OCCASIONAL TRAINING

Besides regular course work, research projects and student counselling on campus and by mail, staff and graduate students participate individually or in teams in an increasing number of conferences, institutes, seminars and orientation sessions, sponsored by a variety of agencies across Canada, such as Departments of Education, teachers' organizations, student groups, university departments, school units, Indian associations, citizen's groups, etc. Seldom a week goes by without one or more members of the Program away on a speaking engagement, a training session or a consultation activity.

### INDIAN AND NORTHERN CURRICULUM RESOURCES CENTRE . . . .

As an outgrowth of both the teacher specialization program and the research surveys, a Curriculum Resources Centre has been established. The Centre collects and assesses printed and unpublished texts, guides, etc., as well as commercially or privately produced audio-visual materials in relation to teaching Indian/Eskimo children or teaching Indian/Eskimo cultural achievements and contemporary developments. To the extent of its modest resources

Prospective students in Indian and Northern Education courses are invited to write directly to -

The Chairman,  
Indian and Northern Education Program,  
Room 3108, Education Building,  
University of Saskatchewan,  
Saskatoon, Saskatchewan,  
S7N 0W0.

in finances and personnel, the Centre occasionally produces materials or kits. The information about all these resources is available on request to any teacher or trustee anywhere in Canada, or in the world for that matter. As for the circulation of said resources, it is limited to schools within the province, since funds for operating the Centre come primarily from the Department of Education and from the Regional Office of the federal Department of Indian Affairs and Northern Development.

### CAMPUS ASSOCIATES

The Institute for Northern Studies on the campus has been a major provider of encouragement and support to the Indian and Northern Education Program, particularly in the form of scholarships to graduate students.

The Indian Cultural College, recently established on campus by the Federation of Saskatchewan Indians in cooperation with the Indian and Northern Education Program, is the most promising Indian development in the province. Operated by a dedicated staff well-informed in Indian culture and development, the College offers a unique opportunity to people of Indian descent to draw on all the resources of the University for variety of purposes as well as to the University community a long overdue Indian contribution.

## INDIAN & NORTHERN EDUCATION PROGRAM

### UNIVERSITY OF SASKATCHEWAN



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## INTRODUCTION

The Indian and Northern Education Program at the Saskatoon Campus of the University of Saskatchewan is a teaching and administrative unit in the College of Education which is responsible directly and/or in cooperation with other departments or units, on or off the campus, for the planning and offering of courses or sequence of courses, seminars, workshops, and conferences, as well as the planning and conducting of research and development projects all connected with the improvement of educational activities in which Indian, Metis, and Eskimo people are involved in various ways.

More particularly, INEP is engaged in training professionals and para-professionals for the following functions:

- general classroom work at the elementary level: B.Ed. degree with major in Indian and Northern Education, Indian Teacher Education Program.
- language instruction: Indian languages as first or second language, English as second language.
- kindergarten with Indian children.
- basic adult education and continuing education with Indian people.
- supervision, consultant work, and educational administration: Master's Degree or Diploma in Indian and Northern Education.

## I. B.ED. DEGREE IN INDIAN AND NORTHERN EDUCATION

Contrary to common opinion, a teacher is not a general practitioner who can teach anywhere in the world, like a doctor or an engineer. He is usually trained in a given culture and society to teach children from that society. Teaching is essentially a communication process and is successful only to the extent that teachers and pupils have at least some common symbols and patterns for communicating with one another and basic understanding and empathy. Hence, to work with children from a given culture and society, either teachers from that society have to train for the job, or teachers from another society have to learn to communicate and teach across cultures and within the culture of the pupils. These training needs are what the Program attempts to meet with its offerings at the undergraduate level.

Within the Bachelor of Education Degree program for elementary school teachers, a sequence of courses has been developed to prepare or help teachers to work with children of Indian or Eskimo background. Both academic and professional requirements selected or suggested relate to the

special needs and interests of these teachers and their pupils.

- a) Academic requirements (Arts and Sciences).
  1. English 102.
  2. One of Art, Drama, Music, or Physical Education.
  3. Anthropology 101 or 120A <sup>ARCH 150 AND B</sup>
  4. One of Sociology 101, Geography 105, History 103, Psychology 101, Anthropology 101, Linguistics 100.
  5. One of Geology 103, Biological Sciences 100, Physical Science 100.
  6. One of Anthropology 221 or 332C - 333C. Three additional senior Arts and Science electives, two of which must be in the same subject (a first class in the same is usually required for admission to any senior class). Suggested courses:

Anthropology 220, 323A or B, 324B, 325A or B, 327A or B, 329A or B, 336B, 339A or B, 342B.  
 Geography 202, 205, 207, 309, 465.  
 History 209, 370A.  
 Linguistics 231.  
 Archaeology 205A, 260, 351A, 352B, 353A, 354B.  
 Psychology 220A or B, 221A or B, 222A or B, 233A or B, 256A or B, 257A or B.  
 Sociology 203, 306A or B, 210A or B, 220, 225, 227, 228A or B, 306A or B, 315A or B, 324A or B.

### b) Professional Requirements

1. First and second year as an elementary program: Students wishing to major in Indian and Northern Education choose EDIND 257A or B as an elective during the professional year and/or teach at least one year in a classroom including Indian pupils.
2. Upper years: EDIND 357. One or more of EDIND 356, 358B, 367, 397, 398, 399, 457, 467, 507, 597. Other courses to be selected according to the area of professional interest, viz. Social Studies, Primary Methods, Special or Continuing Education, etc.

**IMPORTANT** - Prospective students in Indian and Northern Education courses are invited to write directly to the Chairman of the program.

## II. INDIAN TEACHER EDUCATION PROGRAM (ITEP)

At the request of the Federation of Saskatchewan Indians, the federal Department of Indian and Northern Affairs, and the provincial Department of Education, and in direct cooperation with the Indian Cultural College, a different program of teacher training for people of Indian descent has been developed which has been approved by all parties concerned and ratified by the Teacher Certification Board of the Province.

Essentially, the immediate objectives of ITEP are the same as the other teacher training programs of the College or elsewhere; so are the major components, namely, courses in the Arts and Sciences, courses in methods, practice-teaching. The mixture and the approaches are a departure from standard practices and constitute a significant innovation in the field of teacher training. For further information, write to the Director of ITEP.

## III. INDIAN SPECIALISTS IN LANGUAGE AND KINDERGARTEN

ITEP aims at training teachers of Indian ancestry to serve as fully certified general practitioners in classrooms attended by Indian pupils. Through a series of courses offered jointly with the Department of Curriculum Studies (EDCUR), it is also possible for people of Indian status to train as specialists to teach their own language (EDIND 3367, 467) or to participate in kindergarten activities on the reserves (EDIND 3397, 3398, 3399). They can enrol as mature students in these classes, (listed below under these headings) and, if successful, be employed by the Department of Indian Affairs or by school boards. Courses taken in these fields are credited towards a regular teaching certificate to be secured when the student completes the other course work. These courses are also open to certified Indian and non-Indian teachers. As they are offered under contract with the federal Department of Indian Affairs, admission to them is pending on approval by the regional office of said Department.

## IV. GRADUATE STUDIES

The Indian and Northern Education Program has been approved by the Faculty of Graduate Studies to offer a program at the Master's level. It aims on the one hand at providing better supervisory and support personnel for teachers of Indians and on the other, through research, at expanding the body of objective knowledge in the whole field of inter-cultural education. It is designed primarily for teachers, administrators, supervisors, consultants, curriculum material developers, etc. It operates within the framework of the Master's in Education approved for the College of Education by the Faculty of Graduate Studies and the Campus Council.

Admission requirements are essentially:  
 - a B.Ed. degree (or four year Honors degree or equivalent and a teaching certificate);  
 - some degree of specialization in Indian education, including familiarity with native language and preferably two years teaching experience with native children.

- an average of 70% or higher in the last two years of undergraduate work. (students with an average of 65% to 70% are admitted to the postgraduate Diploma).

The program consists of a minimum of 3 and 1/2 classes plus thesis, provided that at the end the candidate has a minimum of eight classes in his field of specialization. A program without a thesis can be approved; it must include a total of ten classes, four of which, at least, are at the graduate level, plus at least a half class in Research Methodology.

## V. COURSE DESCRIPTIONS

EDIND 257A or B. Education Across Cultures: An Introductory Survey.

A general introductory course for students planning to teach in cross-cultural situations and who wish to proceed towards a teaching major in Indian and Northern Education. Emphasis will be placed upon establishing an understanding of (1) majority-minority group situations; (2) cross-cultural education; (3) curriculum development and adaptation; and (4) anthropological and sociological frames of reference and dimensions necessary for teachers working in cross cultural education.

EDIND 356. Classroom Strategies and Techniques with Culturally Different Children

This class is designed to help classroom teachers attain the knowledge, perception, attitudes, and specific teaching strategies they require to make the school program relevant and exciting for Indian, Metis, Eskimo, and other culturally different children.

The class presents proven and promising classroom strategies for teachers of culturally different children. It also emphasizes the need to make social critics of these children. Classroom strategies that will be emphasized include simulations, role-playing, games, inquiry into values, studying cultural behavior, developing, inquiry and problem-solving skills, children look at their own behavior and use of native languages in the classroom.

Prerequisites: EDIND 257 or one year of experience teaching culturally different children.

EDIND 357. The School Program in Indian and Northern Communities.

A study of the fundamental processes of cultural development, transmission, and change, and of the role of schools in facilitating and accelerating adjustment of minority groups in the Canadian milieu.

This course aims at assisting teachers engaged in cross-cultural education to understand the perseverance of traditional community organization and of cultural personality traits and to identify guiding principles for appropriate curriculum development.

Prerequisites: A Standard Certificate or its equivalent, and one year of teaching experience of Indian, Metis, or Eskimo children.

EDIND 358B (EDCUR 358B). A Cross-Cultural Approach to the Teaching of Language Arts.

This course has three main emphases: the first is that the child whose first language has not been English must first learn English as a second language. Mastery of the listening and speaking aspects of communication must be realized before the child can profit from the usual techniques of remedial teaching which the classroom teachers can effect. The second emphasis is that the student cannot get these helps in many school classrooms unless adjustments are made in the school curriculum to accommodate him. The third necessary emphasis is equipping the teacher with the necessary tools to (1) recognize and understand language difficulties of Indian children, and (2) deal effectively with the language problems which arise.

EDIND 3367 (EDCUR 3367). Cree Language Instruction.

Offered only in Summer Session.

This course is designed for speakers of native languages interested or involved in teaching such as a first or second language. Linguistic analysis of phonetic and grammatical structures in comparison to English. Preparation of basic course and materials. Prerequisite: Fluency in one native language.

EDIND 3376 (EDCUR 3376).

Teaching English as a Second Language.

Offered only in Summer Session.

This course is designed for teachers who are employed to teach Indian children and who are using English as the medium of instruction. Stress will be on methods appropriate to cope with the linguistic difficulties encountered in school by children whose first language is of Algonkian or Athapaskan stock, Chippewanian, or other native tongues.

Prerequisite: Teaching Certificate.

EDIND 3397 (EDCUR 3397) Kindergarten for Indian Schools (Level One).

Offered only in Summer Session.

Beginning course in the interdisciplinary approach to the content and methodology of the kindergarten in schools for Indian children. Kindergarten strategies within the framework of the intercultural emphasis of the Indian schools.

Prerequisites: Teaching experience in Indian schools and approval by Department of Indian Affairs or Northern Area School Administration.

EDIND 3398 (EDCUR 3398). Kindergarten for Indian Schools. (Level Two).

Offered only in Summer Session.

Intermediate course in the interdisciplinary approach to the content and methodology of the kindergarten in schools for Indian children. Kindergarten strategies will be presented within the framework of the intercultural emphasis of the Indian schools.

Prerequisites: EDIND 3397 (EDCUR 3397) and approval either by Department of Indian Affairs or Northern Area School Administration.

EDIND 3399 (EDCUR 3399). Kindergarten for Indian Schools. (Level Three).

Offered only in Summer Session.

Advanced course in the interdisciplinary approach to the content and methodology of the kindergarten in schools for Indian children. Kindergarten strategies will be presented within the framework of the intercultural emphasis of the Indian schools.

Prerequisites: EDIND 3397 (EDCUR 3397) or 3398 and approval either by Department of Indian Affairs or Northern Area School Administration.

EDIND 457. Curriculum Development in Indian and Northern Schools.

Review of principles and techniques of curriculum development in relation to Indian and northern resources and needs. Critical analysis of current resources on the market for or about Indian and northern people in North America. Testing and producing new materials.

Credit: An education elective for students specializing in the education of Indian and Metis children.

Prerequisite: EDIND 357 and a Standard Teaching Certificate.

EDIND 467 (EDCUR 467). Advanced Cree Language Instruction.

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